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# SCHOOL LIFE



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## ONE WAY LOS ANGELES KEEPS CHILDREN OFF THE STREETS IN SUMMER TIME

Puppet shows, designed and operated by school children, attract large school children audiences during vacation. Peter Rabbit and his despairing mother take their bows on the miniature stage in company with Hansel and Gretel. See page 48

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school libraries, and of Mr. Carl H. Milam, secretary of the American Library Association, are producing a significant series of papers upon school libraries. What representative school systems are doing for the exceptional child is the basis for a new series of articles by Mrs. Katherine M. Cook, chief of the division of special problems, and Miss Elise M. Martens, specialist in the education of exceptional children. The papers in these five unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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# SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR . . . . Commissioner of Education, WILLIAM JOHN COOPER

VOL. XVI

WASHINGTON, D. C., NOVEMBER, 1930

No. 3

## Training in Home Making Contributes to Higher Standards of Living

*To Clarify Aims and Purposes so that Some Criteria Can Be Developed by Which to Measure the Effectiveness of Achievement is First Step in Evaluating Homemaking Education*

By LAWRENCE FRANK  
*Spelman Fund, New York City*

HOME MAKING IS MORE than a job or a profession; it is a way of living, and it calls for a kind of educational experience that transcends anything which we have considered heretofore as vocational or professional training. In the first place, it calls for an understanding of human nature and an insight into human behavior which no mere professional training or series of courses can convey. The experience of the clinics and all who are dealing with the breakdowns and maladjustments, into which we find individuals and families so frequently falling, goes to show that this question of insight and understanding by the individual of himself and of those with whom he is intimately associated is perhaps the largest factor in his success or failure to carry on his human relationships. To the extent to which we can communicate this insight and help individuals to look upon man not as a rational, intelligent creature, but rather as a person who oftentimes is irrational and who is not intelligent unless he has to be, we have laid the foundations for a more successful meeting of family and social demands.

### *Understanding of Child's Difficulties Important*

Perhaps the most important task of the family and the home is in the rearing of children, and here we are discovering that the most significant aspect of this task

from the point of view of individual and social welfare is not merely to feed and shelter children but to try to understand the difficulties which the young child faces in attempting to achieve sanity and maturity. For this task parents must have insight into the development of the child's personality as well as insight into the personalities of themselves and their mates.

### *Clinical Teaching Indispensable*

This kind of understanding, this kind of education can not be given through mere teaching of subject matters or skills. We must have what may be described as the clinical teaching or experience whereby the student is brought into direct contact with behavior situations, where he can see and experience what we are trying to help him understand. This, I take it, is the justification for the nursery school as a laboratory to which the student can be brought to observe young children, where these personality factors and needs may be much more easily seen than in the adult who has learned to disguise and hide his real impulses and desires.

For the most part these basic conceptions, ideas, and beliefs about human nature and conduct are developed quite outside of the formal education and teaching, not only of the schools but of the home and the church, and other agencies which are endeavoring to shape the young individual. We know this because so frequently we find that despite all our endeavors to teach, people learn in ways which we scarcely understand. This sug-

gests that these more basic attitudes and this insight into human behavior are essentially an æsthetic experience rather than a matter of scientific conclusion or pedagogical training. We know, for example, that in literature a novel often gives us more understanding and insight into human behavior than we can get from any number of scientific studies or lectures. To a very considerable extent these really significant factors in the individual's life which condition his or her success in the home and in the family are gained by activities and experiences which formal education scarcely touches upon.

### *Clarification of Values Necessary*

This leads to consideration of the question of the valuations which we put upon activities. Consider, for example, the contrast between the work of a laboratory assistant, particularly in the field of biology where so many young women are professionally engaged, and the work in the home. If we go into such a laboratory we find these research assistants engaged in all manner of tedious and laborious tasks, such as the care and feeding of laboratory animals, the cleaning of their cages, weighing and measuring them; in brief, in a round of activities which from the point of view of intrinsic interest and meaning differ but little from the task of the home maker. Why is it, then, that the young woman will spend several years obtaining the information and necessary training to be able to enter upon such laboratory work while at the same time her attitude toward the

Paper presented before the Home Economics Conference called by the Commissioner of Education and held at the University of Cincinnati, Mar. 21 and 22, 1930. For a full report of the conference see Office of Education Circular No. 16.



task of home making and child care is so totally different? Is it possible that the laboratory assistants approach their work with the feeling that they are doing something valuable? Is it because they have the idea that all these tedious and frequently dirty tasks are instrumental in the achievement of something which is highly significant and important? If this is so, then perhaps the most pressing need in the field of home-making education is for a clarification of values whereby the unavoidable tasks of home making and child care may be given an importance and significance that will convert their drudgery, even as the scientific aim has motivated the laboratory assistant.

This is the field of home-making education which, to me at least, is most significant and perhaps the most neglected. If we can clarify our aims and purposes and our objectives here we may perhaps find that many of the more detailed and technical questions of curriculum, content, methods, the amount of time to be given to the teaching of this skill or that occupation, will be rendered much more simple, if not largely transformed by the different emphasis or significance we attach to them.

#### *Where Does Responsibility for Teaching Rest?*

Suppose we say that we are going to evaluate home education by looking to the kind of individual, the kind of home, and the kind of social life which we find, and measure the effectiveness of our work by the actual record of divorce, desertion, litigation, juvenile delinquency, mental disorders, and all the other ways in which individuals unable to meet these life situations reveal themselves. Then the question will immediately arise, who is going to do this, who is going to assume the responsibility in the schools and bring to bear upon young people the variety of experience and knowledge which is necessary to their preparation for living intelligently and meeting more successfully the human adjustments demanded in marriage, home making, the care of children, and their participation in the social life around them? Every real friend of those engaged in home making must view with misgivings the acceptance of this responsibility by the home-making group.

#### *Home-making Group Not Now Adequately Prepared*

In the first place, it is an immense task for which they must candidly confess that they are not now adequately prepared. But apart from this, it would be regrettable if the teachers of home making alone were to respond to this growing demand for the socialization of education and a recognition of the school's responsibility for the development of more wholesome, intelligent individuals. The teachers of home making would be assuming an almost impossible task if they attempted this alone,

and at the same time would be giving an alibi for all other teachers and departments to continue ignoring their share of the responsibility for this essential nonacademic task. Obviously, this is an enterprise which goes far beyond a mere revision of curricula and involves reconsideration of the whole function and place of the schools in this changing world. If we are to help young people to live more intelligently and sanely, we can not content ourselves with teaching skills or developing mere vocational proficiency. We must educate for the future and the kind of life which those young people are going to live 10 or more years from now. That is not a didactic job, but a task of communicating insights and of experiencing. It is a matter of life itself and how we are to live. And if life lies outside the schools, then we shall have to find some other agency or institution to meet our needs in this direction.

#### *Dominant Preoccupation of the Adolescent*

We must return, therefore, to this question of vocational efficiency and interest. Dean Russell has said, "Vocational efficiency should be recognized as the one dominant objective in all home-making courses." If we accept the foregoing discussion as relevant to this situation, it would seem that the only reason for invoking vocational efficiency as our guide and of appealing to vocational interests in our students was our inability to get outside the usual preoccupation with subjects and departments and courses. If we are determined to set up specific subject matter which must be taught, then it may be necessary for us to work in terms of a vocational program and depend upon a vocational interest. By way of contrast, however, if we are prepared to accept the conception of home making as a way of living and a product of experiencing, particularly in the field of æsthetic experience and the gaining of understanding and insights, it would be safe to say that we did not need to rely upon a desultory vocational interest. Young people are interested in human relationships, in love, in marriage, and the apportionment of their interest and energies among the competing attractions of life. The dominant preoccupation of the adolescent is his relationship to those around him, particularly in social life. These preoccupations and interests are what dominate his experiencing and learning and his attempts to clarify his goals and ambitions in his occupational pursuits. At the present time it is freely acknowledged that this driving effort is largely if not wholly ignored in our educational procedures, both because we rule out those genuine interests in our educational activities and because we respond to the student's questions and need of advice by attempting to force upon him our particular concep-

tions and values of an older generation or by talking with him in a way that he knows to be neither candid nor genuine; thus we send our young people to the sources of information and direction such as literature, movies, radio, and other nonacademic agencies for the guidance and direction they need.

#### *Summarization of Discussion*

To summarize, then, this discussion of how to evaluate home-making education, it may be urged that the first step is to clarify our aims and purposes, so that we can develop some criteria by which to measure the effectiveness of our achievement. It has been urged that these criteria are to be found in social life outside the schools toward which the young people in our classes are being sent to play their parts as individuals with greater or less success, depending upon how much real understanding and insight into human behavior and personality they have gained and upon the æsthetic values for the realization of which they will employ the skills and techniques we have taught them.

#### *Efforts of All Departments of Knowledge Invoked*

The proposal that home-making education address itself to these extracurricular objectives may be viewed as a response to the growing demand for the socialization of education and an increasing concern for the kind of individuals which the schools are helping to produce. It is clear that this larger task transcends the abilities and the scope of teachers of home making, who must be aided in this work by all the subjects, departments, and teachers of the schools. To the extent that the schools recognize their responsibility in helping to develop wholesome, sane individuals better able to meet the responsibilities of adult life, and especially those of the human relationships involved in marriage, home making, and child rearing, they can and will make use of the driving curiosity, eagerness to learn, and unflagging interest which young people have in this whole area of human relationships and human behavior. To the extent that this is recognized and used in education, it should be found less necessary to rely upon purely vocational interests and to seek merely vocational efficiency in the field of home-making education. Moreover, the efforts and skills of all other subjects and departments of knowledge must be invoked in this larger task toward which the teachers of home making are already addressing themselves.



Among the more important improvements in the schools of Bangor, Me., according to the report of the superintendent of schools, for 1929-30, is the lengthening of the school year by two weeks. With this addition, the school term is now 38 weeks long instead of 36 weeks.

# Debating as an Intellectual Activity in our High Schools

*Story of the Organization and Growth of Debating Societies in Wisconsin—Their Value, Especially Through Study and Discussion of Public Affairs, in the Building Up of a Citizenry Informed in State and National Affairs*

By ALMERE L. SCOTT

*Director, Debating and Public Discussion, Extension Division, University of Wisconsin*

IN THE Wisconsin High School Forensic Association there are now 355 high schools. Why this interest? What is it all about?

Thomas Jefferson early realized that a democracy—a representative government—could live and grow only among an enlightened people; hence the public-school system was born. Our educational system implies more than the acquisition of knowledge. The educational system in a representative government must include, and must emphasize, preparation for an intelligent citizenship—a citizenship that is more than a declaration of allegiance to a government and the reciprocal right of the protection of that government.

With the extensive development of the means of communication and transportation, of division of labor, and of specialization in every field of human endeavor, has come an interdependence of mankind which can not be disregarded, but which demands consideration in the discussion of education for citizenship.

## *No Community Lives Unto Itself*

The actions of a single community may be, and they often are, far-reaching in their influence. A problem affecting only a single community to-day may become a problem of international import to-morrow. Effective citizenship, then, must mean that the efforts of individuals, cooperative in the aggregate, are conducive to the best interests of the whole citizen body affected—whether it be the immediate community, the Commonwealth, the Nation, or even the world.

Public opinion is a controlling force in a representative government, and one of the important functions of educated men and women, as citizens, is to contribute to the development of an enlightened public opinion on community problems and on questions of public policy. What prepares for this contribution better than debating in our high schools? We all concede that no form of popular education tends more essentially to preparation for effective citizenship than careful study and open discussion of live issues.

"Tell me," says Goethe, "what the young men"—to-day I believe he would

say young people—"are thinking about, and I will tell you the future of the state."

What are our young people thinking about and intelligently discussing to-day?

## *Many High Schools Practice Debating*

At the request of the National Association of Teachers of Speech, G. E. Densmore, manager of the Michigan High School Debating League, recently made a survey of the practice of debating in high schools in the United States. This report disclosed the fact that of 48 States, 40 have high-school debating leagues, with a membership of 11,392 high schools. Approximately 79,643 debates are held annually, with 99,978 high-school students participating. The audiences at these debates exceed in a single year, 4,000,000. Such events must have a great influence in the home, in the school, and in the community at large in the molding of public opinion.

This year such questions as installment selling, the jury system, chain stores, chain banks, disarmament, the Root formula for World Court, Government ownership of power sites, old-age pensions, compulsory automobile insurance, the 13-month calendar, Philippine independence, city manager form of government, immigration restriction, and the national origins act are engaging the attention and serious consideration of an increasing number of our young people.

What is Wisconsin's part in this educational development, this preparation in our high schools for future intelligent citizenship?

## *Genesis of Movement in Wisconsin*

Nearly 25 years ago, Frank A. Hutchins, who has contributed much to worthwhile projects in this State, turned his attention to the reorganization of the university extension division, especially the institution of the department of debating and public discussion. He appreciated the significance of the debate in the historical development of our country, and hoped to bring back in some degree at least as a force in the life of the community and Nation, the debate of the "Old Abe versus Little Giant" type.

Basic bulletins on the organization and procedure of debating leagues were published, and proved effective in arousing an interest in the intellectual combat—debating. These special aids were followed by short bulletins on timely questions then before the electorate of the country for consideration; and as new problems arose bulletins were issued covering the issues involved. These bulletins stated the question, presented important historical facts, gave suggestions for the preparation of briefs, and concluded with a selected bibliography.

## *Loan Package Library Service Inaugurated*

The need for reference material resulted in the early establishment of the loan package library service. What is a loan package library? It is a collection of the latest authoritative information—reference material—on any given subject, whether it be in pamphlet, magazine article, newspaper clipping, typewriter excerpt, or book, selected to meet the specific need.

Prof. Rollo Lyman, then head of the department of speech at the University of Wisconsin, discussed at the first conference of the National University Association held at Madison in 1915, the chain of educational theory underlying debating as encouraged by the university extension division. He includes in this chain: (1) The placing of a primary emphasis on a problem situation; (2) selection of reliable information bearing on the situation; (3) formation of judgment from these facts; (4) organization of these ideas in logical relations; (5) development of a power to make others see the truth as you have developed it; (6) cultivation of self-mastery through the presentation of one's thinking; (7) the spur to best endeavor, both for speakers and hearers, that lies in intellectual combat.

With these basic principles as our ideal and goal, the department aims to foster debating whenever the opportunity is afforded.

About this time a law was passed providing for the establishment of a library in all high schools, thus affording all high-school students an opportunity for practice in finding reference material, even though the community did not have a public library.

## *University Library Service Supplements Local Resources*

Learning how to find information at hand is essential in training for citizenship, hence the department of debating and public discussion aims only to supplement local resources. This plan of cooperation makes it possible for the department to serve more effectively the vast libraryless area of the State. Such



cooperation also encourages development of the local public library, an institution important in the civic and educational growth of any community.

Last year 2,332 loan-package libraries were sent to 381 high schools in Wisconsin, supplementing reference material in local libraries.

Although in 1895 Wisconsin organized the first high-school State-wide forensic association in the United States, activities of the association did not include debating. Some colleges, however, especially Lawrence College, fostered a state-wide high-school debating contest until the reorganization of the High School Lyceum Association by the State High School Principals' Association. The new constitution provides for administration of affairs of the association by a board of control of nine members—nominated and elected from each of the State teacher college districts in Wisconsin. Reorganization of the association has proved a potent factor in our high schools.

#### *Membership in Forensic Association Steadily Increasing*

Although debating is one of the six activities provided for in the constitution of the Wisconsin High School Forensic Association, it bids fair to vie with the others in popularity. That there is a growing interest in the educational activities of the association is evidenced by steadily increasing school memberships. In the first year, 1925-26, high schools to the number of 286 were in the association; in 1926-27, 304; in 1927-28, 312; and for the current year, to date, 354 high schools have affiliated in the association.

With the kindly and splendid cooperative spirit manifested by high-school principals and by city superintendents of schools, the educational activities of the Wisconsin High School Forensic Association are bound to develop and become a telling force in the citizenship work of our high schools.

#### *Contribution to Growing Personalities*

The opinion is expressed by the chairman of the department of speech of the University of Wisconsin that "debating makes a dynamic contribution to the growing personalities of boys and girls and to their technique of fitting themselves into their complex social environment. Every contestant, whether he wins a medal or not, wins a prize which can never be taken from him—increased skill in the use of the finest instrument of social adjustment which man has devised."

Debating is more and more becoming a factor in the formation of an intelligent public opinion, and debating in our high schools is training for effective citizenship.

## Meeting of the National Recreation Association at Atlantic City, N. J.

By MARIE M. READY

*Assistant Specialist in Recreational Activities, Office of Education*

**D**URING THE WEEK October 6-11, 1930, the Seventeenth National Recreation Congress convened at Atlantic City, N. J. Nearly a thousand delegates assembled from various sections of the United States and Canada to discuss the present situation in regard to community recreation and to formulate plans for the promotion of programs which would better serve the individual, the community, and the Nation.

Among those attending the congress were superintendents of municipal playgrounds and camps, recreation leaders of educational institutions, representatives from State departments of education, from civic organizations, and from private philanthropic organizations. Various departments of the National Government were also represented.

Dr. Joseph Lee, president of the National Recreation Association, was chairman of the opening session. The general theme of the entire congress was "A Critical Look at Community Recreation."

Dr. John H. Finley, of the New York Times, who made the opening address, called attention to the growth of the recreation movement and to its shift from an original charity basis to a democratic community basis. He pointed out that the playground movement had been established merely to provide playgrounds for children and it had expanded to provide all forms of recreation for persons of all ages.

#### *Topics Discussed at Sectional Meetings*

Supplementing the general meetings were various sectional meetings, which were given over largely to brief reports and discussions. Among the topics discussed may be mentioned: Trends in American life which affect recreation; relationships between city planning associations and recreation workers; relation of juvenile delinquency to an adequate recreation program; determining an adequate recreation life for the individual; planning an adequate recreation program for a city; and responsibility of the county, State, and National Government for promoting recreation work as a governmental function.

#### *Recreational Work in Alabama*

Thomas Owen, of the State department of archives of Montgomery, Ala., reported that the success of the recreational

work of that State is attributable to the fact that Governor Bibb Graves has taken a keen interest in its promotion. Sixteen departments of the State of Alabama, including the department of forestry, the department of game and fisheries, the department of education, etc., in cooperation with the American Legion, and other educational, social, and civic organizations, are promoting an extensive recreational program.

Robert Sterling Yard, of the National Parks Association, Washington, D. C., told of the recent expansion of the National Park Service of the United States Department of the Interior in the matter of encouraging and developing the educational possibilities of the national parks.

#### *"Recreation Leadership" a New Profession*

L. H. Weir, of the National Recreation Association, called attention to the fact that during the past 25 years an entirely new profession, "recreation leadership," has been created, and at the present time there are more than 18,000 recreation leaders in 800 cities in the United States. In order to provide training for these leaders many colleges and universities are providing courses in recreational leadership.

Dr. Henry R. Frances told how the department of forestry of Syracuse University, Syracuse, N. Y., had expanded the professional courses of forestry to include recreational leadership.

On the whole, there was a general feeling that more land, more money, and better trained leadership should be provided. Last and most important a good program was stressed as the essential basis for growth in the recreation movement. It was pointed out that the control of public recreation was definitely being recognized as a State function and it was recommended that State government machinery should be reorganized to include this function.

#### *Noel Close for Meeting*

The meeting was brought to a close by a miniature aircraft tournament which took place on Bader Field. The contestants from all parts of the country assembled to match their home-made planes. Robert Bonner, of San Francisco, Calif., won the all-round junior championship, and R. Collins, of Providence, R. I., won the senior all-round championship. All previous national records were broken.

# National Ministries of Education

## *A Brief History of the Development of National Ministries of Education in the Eastern and Western Hemispheres*<sup>1</sup>

By JAMES F. ABEL

*Chief, Division of Foreign School Systems, Office of Education*

AN ACCOUNT of the growth of ministries of education is mainly that of a phase of the growth of the ministerial executive authority that is a part of practically every modern central government and is reflected in the larger political subdivisions of many nations. The establishment of ministries of education represents, in general, changes in an intolerable state of affairs and attempts to better, through education, the condition of the great mass of the people and to train them in ability to manage their matters of common concern. Very frequently ministries of education came into being immediately after great national or international disasters.

The tradition of a national office concerned with education extends in China back some 41 centuries to the time when the ruler Shun appointed Hsieh minister of education to teach the people the duties of the five human relationships. Other ancient oriental nations may have had similar officers. The notable example of a minister of education in the early Christian era is Alcuin who, from 781 A. D. to his death, was confidential advisor to Charlemagne in that monarch's schemes of education.

### *The Eastern Hemisphere in the Eighteenth Century*

On the Eastern Hemisphere before 1800 the suppression of the Jesuit Order in 1773 furnished the occasion in Austria for the establishment of a central school commission to have authority over all the schools; and in Poland on motion before the Diet by the vice chancellor of Lithuania, a commission of education was created that had control of public education and later took over to use for public instruction all the landed property and other wealth confiscated from the Jesuits. The commission planned and partially carried out, before the division of Poland in 1795, a remarkable system of primary, secondary, and higher institutions. That commission is considered to be the first of the modern European ministries of public instruction.

### *The Eastern Hemisphere in the Nineteenth Century*

Sweden, Norway, France, Greece, Egypt, Italy, Hungary, Denmark, and

Austria in turn developed national educational ministries in the years between 1800 and 1850. Sweden lost Finland to Russia in a war of 1808, a disaster that was followed by a revolution and the adoption on the 5th of July, 1809, of a new constitution under which the department of education and ecclesiastical affairs was begun. The people of Norway, thoroughly roused by the action of the Congress of Vienna which transferred them from Danish to Swedish rule, held a convention at Eidsvold and on May 17, 1814, adopted a constitution framed on those of America, France of 1791, and Spain of 1812. Sweden and Norway were united until 1905, but the Norwegian constitution remained in force and shortly after its adoption the royal ecclesiastical and educational department was instituted.

The story of the development of the ministry of France is fairly well known. Cournot makes an interesting comment on it in his note:

The memoirs of Châteaubriand tell us of the negotiations between Richelieu and Corbière who refused obstinately to enter the cabinet if he was not given the presidency of public instruction. The tenacity of a mediocre Breton attorney, supported by a poet who was placing his brilliant palette at the service of politics, in one of those rare moments when the poet was in favor at court, it was that which gave to France a ministry of public instruction.

The uprisings of 1820 against the return to medievalism arranged by the Congress of Vienna led to the independence of Greece and its establishment in 1833 as a kingdom. Its leaders looked to education as a means of strengthening the Greek people, and early in its struggle for independence (1821 to 1829) a national educational office was authorized. The ministry of Egypt was started by the impetuous Mohammed Ali during his struggle with Turkey when he wished to bring western European culture into Egypt and to maintain a system of schools modeled after those of France. The vigorous revolutionary movement that swept over Europe in 1848 left some of its traces in national ministries of education set up in Italy in 1847, Hungary and Denmark in 1848, and Austria in 1849.

Turkey in 1857; Rumania, 1864; Japan, 1871; New Zealand, 1877; Belgium, 1878; Bulgaria, 1878; Serbia, 1882; Portugal, 1890; and Siam, 1893, made ministries of education part of their national governments during the half century from 1850 to 1900. The severe crisis through which

Turkey passed about 1830 to 1840 necessitated attempting to remodel the government. Near the close of Muhammed II's reign (1839) ministries were instituted and a council of ministers begun. Following the treaty of Paris by which Turkey was admitted to the family of nations, reforms that did not endure were started and at that time a ministry of public instruction was established. The breaking up of Turkish power in Europe gave Rumania, Bulgaria, and Serbia their independence. The Rumanians with their distinctly Latin language and culture were early influenced by French ideals and it was natural that after the union of Wallachia and Moldavia they should set up a school system much like that in France with a minister at its head. The virile Bulgarians, whose rapid coming into national strength and power has no parallel in Europe, made an educational ministry part of the government shortly after it became autonomous in 1878. Following the treaty of Berlin, which recognized the independence of Serbia, a law was passed reorganizing public instruction under a ministry.

The first ministries in Belgium and Portugal represented temporary victories of republican and liberal elements over church and monarchial groups. Both were shortly suppressed but reestablished in later years.

Japan began its rapid change from feudalism to a modern civilization in 1868 and Emperor Meiji immediately placed great emphasis on education as one of the most effective means of bringing about that transition. He appointed an educational officer and began establishing various kinds of schools. Three years later a department of education was set up for the control of educational affairs in the whole country. In the later eighties and the early nineties the outlook for Siam was brightening greatly; the boundary disputes and wars that had been going on for centuries were in a fair way to be settled and internally the country was at peace. The Anglo-French convention of 1896 definitely fixed the status of the country. During this period educational betterments were projected and a ministry of education established.

The early colonial settlements of New Zealand were organized into provinces in 1852 and each developed its own schools. The provinces were abolished in 1876; education was made a national business

<sup>1</sup> This study in full, with an introduction by the Commissioner of Education, has been published recently by the Department of the Interior, Office of Education, as Bulletin, 1930, No. 12, and may be purchased from the Superintendent of Documents, Government Printing Office, at 25 cents per copy.



with teaching free, secular, and compulsory; and its administration was vested in a ministry of education. In England the Royal Commission on Secondary Education, of which Lord Bryce was chairman, reported in 1895. It reviewed the work of the charity commissioners, the department of science and art, the education department, and the board of agriculture, all of which were central authorities connected with secondary education, and wrote:

We conceive, in short, that some central authority is required not in order to control but rather to supervise the secondary education of the country, not to override or supervise local action but to endeavor to bring about among the various agencies which provide that education a harmony and cooperation that are now wanting.

The central authority, ought to consist of a department of the executive government, presided over by a minister responsible to parliament, who would obviously be the same minister to whom the charge of elementary education is intrusted.

Four years later the recommendations of the commission were translated into reality and the board of education became a ministry.

#### *The Eastern Hemisphere in the Twentieth Century*

In the prewar years of the twentieth century Spain, Liberia, Finland, Persia, the Union of South Africa, and Albania established ministries of education, and that of Portugal, when a republican form of government was adopted, became a permanent institution. Internal dissatisfaction in Spain with the outcome of the Spanish-American War, by which that country lost the last of its important colonies, the heavy indebtedness, the high rate of illiteracy, and the general economic and social disorganization forced the Government to make some attempts at reform, and among them was the creation of a ministry to inquire into and better the condition of the schools throughout Spain. The strike of the Finns in 1905 against the intense Slavophil policy of Alexander III of Russia forced the restoration of the old Finnish constitution and, that having been gained, the Diet of Finland proceeded in 1906 to revise the constitution so that the executive consisted of a minister-secretary of state and members of the senate, in effect ministers responsible to the Diet. One of them was the administrative officer for educational and religious affairs. This revolt in Russia had an echo in Persia, where, in 1906, the Shah was compelled to issue a rescript calling for the formation of a national council. An ordinance of that year states the powers and duties of the council, or parliament, and of the ministers who are responsible to it for the government of the nation. An education ministry is included.

In South Africa before the union of 1910 the University of the Cape of Good Hope had been an examining and degree-granting institution for all the colonies and hence a kind of unifying organization.

Out of the treaties that closed the World War came the reestablishment of Poland; the complete independence of Finland, Estonia, Latvia, Lithuania, the Free City of Danzig, Czechoslovakia, Yugoslavia, and Albania; and later the recognition of Afghanistan and Iraq as national entities. Each of them made a ministry of education a part of the national executive authority. The treaties themselves, involving as they did solemn commitments to recognize the rights of minorities to the use of, and education in, their mother tongues, and the embodiment of those obligations in the new constitutions, practically forced the national governments to take control of education and handle it through a central office. The nation, not its subdivisions, was by treaty and constitution made responsible for freedom of educational privileges.

#### *The Western Hemisphere*

Historical accounts of education in the Latin American countries are few and as a rule brief and incomplete. Exceptions to the latter statement are a 2-volume history of primary instruction in Argentina issued in 1910 by the National Council of Education and Orestes Araujo's History of the Uruguayan Schools issued by the direction general of primary instruction in 1911. The Latin American peoples gained their freedom from Spain in the years 1800 to 1830 and gradually established more or less stable governments under constitutions similar to that of the United States of America. By 1900 all of the republics then existing with the exception of Uruguay had cabinet offices for the administration of education. In that country the direction general of public instruction had functioned well in either the ministry of home affairs or of public development, and it was not until about 1908 that it became a part of the ministry of industry, labor, and public instruction, nor until 1918 that public instruction was the exclusive work of one ministry. In 1905 the secretariat of public instruction and fine arts in Mexico was created from a part of the former office of justice and public instruction. Panama and Cuba both set up cabinet offices for education shortly after they became independent and established their own governments.

#### *The Character of the Ministry as Shown by Its Title*

The title of the ministry, to some extent, indicates its character. In Belgium, Cuba, Danzig, Ecuador, The Netherlands,

Persia, and Spain either the words "sciences" or "fine arts" or both are included to indicate that the ministry is concerned with cultural activities other than instruction in organized schools. In 15 countries the office of public instruction is combined with some other not so closely allied with strictly educational work as are the fine arts and the sciences. In Latin America the department of education is united with justice in Argentina, the Dominican Republic, Paraguay, Peru, and Salvador; with agriculture in Bolivia; with posts and telegraph in Ecuador; with charity and prisons in Peru; and with foreign relations, charity, and public health in Salvador.

Religion and public instruction has been a very common combination and it still persists in Finland, Greece, Norway, Persia, Poland, and Sweden. The office was known in France from its inception in 1824 to July, 1830—the period of restoration—as the ministry of ecclesiastical affairs and public instruction. For the following two years it was the ministry of public instruction and cults and resumed that name for a period of 15 years after an interim of 16 in which it was the ministry of public instruction. Again in 1863 it became the ministry of public instruction and continued so until 1870 when it took the title of ministry of public instruction, cults, and fine arts; in 1879 the name of ministry of public instruction and fine arts was assumed, and, except for short periods, has since been used. Religion was separated from public education in the ministry in Austria in 1918, Denmark in 1916, Yugoslavia in 1926, and in Ecuador about 1885. The present tendency in all countries is toward a combination of education, fine arts, and public health.

#### *Countries Without National Ministries of Education*

The 18 countries each of which does not have a national ministry of education are, in the order of population, the largest named first: India and its dependencies, Union of Soviet Republics,<sup>2</sup> United States of America, German Reich, United States of Brazil, Empire of Ethiopia (Abyssinia), Dominion of Canada, Arabia, Empire of Morocco, Kingdom of Nepal, Commonwealth of Australia, Swiss Confederation, Newfoundland and Labrador, and Grand Duchy of Luxemburg. They have a combined population of about 720,000,000 and occupy an area of 25,610,000 square miles.

<sup>2</sup> The largest of the constituent Republics, the Russian Socialist Federated Soviet Republic, has 92.4 per cent of the area of the Union and nearly 70 per cent of the population. The organization, administration, and general scheme of education as carried on by its commissariat are closely followed by the commissariats of education in the other Republics.



## An Increased Program for the Washington Child Research Center

By MANDEL SHERMAN

*Director, Washington Child Research Center*

DURING the past summer the Washington Child Research Center, Washington, D. C., has been moved from 1825 Columbia Road to larger quarters at 3209 Highland Place. The new quarters provide additional space for a second group of children in the laboratory division. The nursery school group will continue with its customary enrollment of 24 children between the ages of 2 and 3½ years. The new group will care for 20 children from 3½ to 5. These children will also have a 7-hour daily program. The physical set-ups of the two groups will be arranged to meet the particular needs of the two age levels represented in the groups of children. This addition to the laboratory provides increased opportunities for research. All the observations taken of the younger children can be continued with the older children and developmental patterns studied.

### *The Staff Remains the Same*

The staff of the center remains the same as for last year, with the addition of a pediatrician who will give half her time to work at the center and a second "fellow" in parent education. This staff includes a nutritionist, two psychologists, a pediatrician, and the director of research, Dr. Mandel Sherman, in addition to the regular staff of the nursery school sections, as well as the members of the executive committee who represent different types of work in the field of child development. Miss Christine Heinig,

who has directed the nursery school for two years, has accepted a position on the staff of the child development institute of Teachers College, Columbia University. Mrs. Margaret White will act as director of the nursery school, and Miss Adelia Boynton will have charge of the group of 4-year-old children.

The new location offers an especially attractive playground for the children. Trees and shrubbery divide the yard naturally into two play spaces. Climbing apparatus, sand boxes, and other pieces of physical apparatus have been installed. Apparatus designed for the younger children has been modified to offer more complicated uses for the older children. Dimensions in the construction of this apparatus are also being increased so that it will be better fitted for the larger children. The whole program will care for the continuous development of the children physically, socially, and intellectually.

Parent education will continue as one of the important parts of the program of the center. Before a child enters conferences are held between the nursery school director and both parents, and again two weeks after attendance begins when the director is acquainted with the child. Habits and behavior tendencies are checked to insure the right beginning. The individual conferences with parents are supplemented with small group meetings when problems common to several parents are discussed. Evening discussion meetings for parents are also conducted by both the director of the center and the director of the nursery school, and different members of the staff contribute to the meetings. A research fellow in parent education, appointed for the center in 1929 through the National Council of Parent Education, will continue through the coming year. The American Association of University Women, Washington branch, has granted the center a fund to investigate a problem in parent education. Miss Miriam Partridge has been appointed as associate psychologist to carry out this investigation. The study is concerned with the relationship between the personality of the children and the personality of the parents. She will attempt to find out whether the problems which children present in the nursery school are related to the organization in the home and to the personality of the parents. She will also attempt to investigate the newer method of treating children's problems—the re-

organization of the home first, before the child is worked with, versus the older method of retraining the child and reorganizing the home later.



A young lady tries to climb herself

Increased attention to the problem of the home will be given this year. As an example, every mother (but preferably both mother and father) comes to the center for a full day so that she may see the routine for herself. At the end of the day's observation at least two members of the staff hold a conference with the parent during which the problems of her child are discussed and the treatment outlined.

Each member of the staff will make some experimental study during the year. The outline of these studies will be printed in the report for 1930 to be issued next spring.

The consultation section, which is concerned with the investigation of the problems of young children who do not happen to be enrolled regularly at the center, will continue in the same way this year.



### Effect of Physical Condition on Scholarship

From a study of health and scholastic attainment, Dr. H. S. Diehl, of the University of Minnesota, concludes that "the physical defects which seem significantly connected with poor scholarship are very defective hearing, overweight, flabby musculature, and anemia.



Books begin to fascinate the older children even on the playground

# Los Angeles Vacation Playground Activities

*To Serve the Neighborhood as Well as the Child Has Been the Motive Behind the Ambitious Summer Program of the Los Angeles Board of Education*

By VALERIE WATROUS

*Office of the Superintendent of Schools, Los Angeles, Calif.*

SUMMER VACATION playgrounds must offer something more to the city child than merely an open space in which to play games. This was the thought in the mind of Clarence L. Glenn, director of the physical education department, Los Angeles city school district, when the question of playground activities and the program to be offered was under discussion last summer. There was also the thought that school playgrounds should not be opened in districts where centers were operated by the playground department of the city.

With these two objectives—serving the children and also serving the neighborhood—more than 200 school playgrounds were opened and operated under the supervision of the board of education. The activities offered were entirely independent of those sponsored by the Los Angeles city playgrounds.

## *Craftsmanship of Various Kinds Offered*

While games found a place in this program, craftsmanship of various kinds was also offered and an appeal made to the youthful imagination through simple plays and puppet shows. The whole thought behind the program was to encourage the child to come to the school playground and thereby aid in keeping him off the streets during the summer.

## *Plays and Puppet Shows Given*

The plays and puppet shows were given under the direction of Miss Mary Stout, who has a rich background of experience with children's plays and pageantry, and who is a graduate of the 2-year course given under the direction of George Pierce Baker at Yale University.

The response made by the children exceeded the expectations of the physical education department, and the puppets created by these children, who received only suggestions from the teachers in charge, were remarkably clever. The work was done in airy classrooms and it was the usual thing to find children from 8 to 13 years standing in line waiting their turn at the little hand saws used to carve out the puppet figures. Scraps of wood from lumber yards, which were obtained with no expense save that of transportation, were used for making the bodies of the figures. Even the littlest of these children molded heads and hands from papier-maché which was made from old

newspapers, shredded and mixed with flour and water paste. Many of these small people displayed a remarkable dexterity in molding the papier-maché.

## *Costuming Done Entirely by Children*

The costuming was done entirely by the children and the figures were dressed in scraps of material brought from their homes. Bits of yellow or brown yarn were frayed out and made to simulate brunette or golden locks. One little girl of 10, guided only by her own imagination, molded the head of her figure into a very acceptable imitation of a marcel wave. She then painted the head a rich henna hue, and the "lady" when costumed in bits of satin and lace garnered from mother's scrap bag, made a very charming appearance.

Out-of-door theaters were constructed from waste materials. Small stages were set up on the grounds of the school,

and Cinderellas, and wild witches in peaked hats armed with the traditional brooms.

Craft teachers who conducted another phase of the summer activities reported that many children whose parents gave them the reputation of never having finished a task begun carried their projects to completion in creditable fashion.

In this handicraft work these "busy beginners" designed pillows of gingham in blocked patterns, which were then smocked and trimmed with organdy ruffles. The interesting phase of this group of activities was that the little girls came eagerly every day to work on their particular projects. They needed no urging from the teachers to keep their interest from lagging, as a spirit of competition was apparent in many of the centers. While one child fashioned a knitted purse, another was making a different style of purse from leather. Boys knitted sweaters for toddling sisters while other boys made beach sandals from the inner tubes of discarded automobile tires. All of the materials used were odds and ends of salvaged or reclaimed fabrics from the art departments of the schools or from the instructor's own supply of handicraft scraps.

Under the direction of Virgil Volla, a teacher in the industrial-arts department of one of the Los Angeles junior high schools, a program of activity for the boys was laid out. The success of this work



Pulling the strings that make the puppets act their parts is difficult but absorbing fun. The back drop is an old window blind painted with a design

sometimes upon the school steps. Among the puppet plays presented under Miss Stout's direction were Peter Rabbit, the Three Witches, Little Red Riding Hood, and puppet minstrel shows. Ali Baba and his Forty Thieves were created by the children and produced in various centers. These figures were colorful, as were the pirate figures, which were especially appealing to the small boys. Little girls gloried in fashioning wicked stepmothers,

inspired Mr. Volla to offer a training course for playground directors in what he styles "construction fun." Recognizing the need for such an activity, other playground directors have been quick to take advantage of the training offered that they might continue the work in the playgrounds in this and other near-by cities next year.

This "construction fun" consisted of making small toys, such as automobiles,



animals, felix cats, boats, kites, and boards for marble games. Other objects that were made were book ends, end tables, small auto trucks 8 to 10 inches

summer to the programs of activity that were offered under Mr. Volla's direction.

In addition to her work of directing the making and presentation of puppet

ready and willing to masquerade as king or prince, beggar or feudal lord, that the plays were presented.

From the standpoint of the teachers, the most inspiring factor of the summer's work was the enthusiasm maintained by the children through the entire program offered. No child was urged to do something merely because the instructor believed that he would be interested in that particular thing. Each child was permitted to make whatever he wished to make and to fashion it in his own way, with only a suggestion from time to time from the lips of the instructor.

The vacation playgrounds in Los Angeles last summer closed with a high record, both in attendance and in achievement. The interest in the children's plays was sufficient to encourage Miss Stout to plan further activities of this character for the winter term.



Children of many nations come to the Los Angeles playgrounds to paint, saw, drill, hammer, making all manner of toys

long, game boards, and miniature golf and table croquet sets.

Basket and reed work, the making of waste-paper baskets, and sewing baskets, metal work, such as hammered copper letter openers, book ends and candle holders, together with model aircraft, was all a part of the "construction fun" program.

Tools were loaned by the manual education department, and many of the woodworking shops were opened for the use of the children. As many as 40 boys and girls were frequently found working at one long bench, and playground directors attributed the high percentage of attendance at the playgrounds this

plays, Miss Stout also directed a group of children's plays.

Each week a play was given in the auditorium of one of the junior high schools. From 20 to 40 children took part in these plays, which ranged from a simplified version of Topsy and Eva through to the final and quite pretentious presentation of the Wizard of Oz. Other children's plays were the Exchange, the Sing-a-Song Man, the Happy Beggar, Hearts to Mend, and Robin Hood.

Miss Stout encouraged directors to enlist the interest of the shy and retiring child to take part in these plays. It was to bring forward and to inspire this type of child rather than the one who is always

### Group Mechanical Aptitude Test Standardized

To assist in vocational guidance in certain grades, a group mechanical aptitude test for boys has been developed in the psychological clinic of Detroit public schools. It has been standardized on 5,000 boys. Information is also given on general intelligence, scholarship, and pupil's interests. A similar test for girls' mechanical aptitudes will be developed. Other tests which will be standardized include an individual test of manual ability for use in doubtful cases, and short special tests to determine constructive imagination. For information of the placement office, as many as 23,228 individual tests were given during the year to 2,600 pupils.



"Property men" for the puppet show put in many busy days. The boys at the bench are sawing figures and limbs while the boy at the right fashions papier-mâché heads. The girls are cutting and sewing costumes

## SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
By THE DEPARTMENT OF THE  
INTERIOR, OFFICE OF EDUCATION

Editor . . . . . WILLIAM DOW BOUTWELL

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NOVEMBER, 1930

### New Editor in Chief

The Office of Education, Department of the Interior, announces the appointment of William Dow Boutwell as editor in chief, which position has been vacant for more than a year. Mr. Boutwell is a graduate of the University of Illinois, where he majored in the field of journalism. He has been engaged in editorial work ever since he graduated, first with the United States Post Office Department, where he served under Postmaster General Work for more than a year, and since November, 1923, with the National Geographic Society, where he has done editorial work and has served as assistant to the chief of the school service division. Mr. Boutwell has prepared and edited the *Geographic News Bulletins*, a publication for teachers inaugurated by the National Geographic Society. He has attended the meetings of national educational conventions, and reported their proceedings for educational journals.

As editor in chief, Mr. Boutwell will be in charge of the editorial division, one of the six major divisions of the Office of Education. He will be editor of *SCHOOL LIFE* and will supervise the editing and issuance of all publications of the office and will have charge of the distribution of publications.



### A Million Dollars for Educational Research

THE PEOPLE most interested in educational research are the educators themselves who deal first hand with the child and the youth. In this age of social, economic, and political unrest and rapidly changing environments in all phases of human life, the task of molding character and preparation for the duties of life of the future citizens of the Republic are devolving more and more upon the school. These things being true, it behooves schoolmen to study more intensively the great problems involved in the field of education. In the past, irrespective of the work done by the

Federal Government, philanthropic individuals have given vast sums to establish foundations for educational purposes, research work in the foregoing being emphasized to a very considerable degree. But now comes the department of superintendence of the National Education Association with a most ambitious project to raise \$1,000,000 for educational research.

As announced, no large gifts to this fund will be sought. No paid solicitors will be employed. Contributions will be made by school superintendents and friends of education who have no other motive than devotion to the public welfare. While large gifts may be received if they are offered without conditions which will make them unacceptable, the committee recommends that the fund be raised upon a democratic, nation-wide basis, as follows:

1. Bequest insurance on basis of schedule specially prepared for the committee on financing and educational research of the department of superintendence by the bequest insurance department of the Equitable Life Assurance Society of the United States.
2. Contributions in cash.
3. Legacies specified in their wills by friends of education.
4. Life memberships in the department of superintendence for those eligible to active membership upon the payment of a fee of \$100, which may be made in 10 equal annual payments.

The movement for an educational research fund to be spent at the direction of the department of superintendence began at the Washington convention in 1926 in a resolution that the research activities of the department should be adequately staffed and financially supported for larger service. In April, 1927, the executive committee of the department authorized the president to appoint a committee of five to devise ways and means for financing research in a permanent way.

This committee, now composed of Randall J. Condon, chairman; Frank W. Ballou, Lamont F. Hodge, and Charles H. Judd, is receiving funds, after having made a careful study.

The bequest insurance plan of subscription mentioned above was devised by this committee in accordance with the action of the department at the Atlantic City convention. Arrangements were made with the Equitable Life Assurance Society whereby it will undertake in cooperation with the members of the department to secure in the form of endowment insurance a substantial part of the million-dollar research fund.

Among the subjects that will be given first attention in these nation-wide studies are parental education, local community life, and the interrelationship between general and vocational education. From the public viewpoint the most interesting of these studies will concern the fruition of education in the commercial, social, and cultural life of the community. What is the effect of scholastic training on the life of the individual, and, therefore, upon society in general? Some colleges in the United States are giving attention to this question, and attempting to associate their courses more closely with the realities that are encountered after students leave school. The elementary schools and high schools are also dealing

with the question in their own way. But the public is conscious of the fact that curricula are still too remote from human experience and that they contain too many unessential or technical details of learning which the student soon forgets with no loss to himself.—H. R. E.



With the passing of Benjamin Franklin Morrison, on October 8, 1930, the Office of Education lost its oldest employee, in length of service. Mr. Morrison, who was born in Tuscaloosa, Ala., June 22, 1865, came to the office October 1, 1886. He was a man of high character, very much liked by all who knew him, and most conscientious in the performance of his duties.



### Public Instruction in Rio de Janeiro, Brazil

In December, 1929, there were 70,802 pupils enrolled in public primary schools in Rio de Janeiro, of which 32,014 were boys and 38,788 girls. These pupils were enrolled in the 206 primary schools existing in that city. The pupils are divided by grades as follows: First year, 28,183; second year, 12,345; third year, 8,629; fourth year, 5,119; and fifth year, 3,143. These figures do not agree with the total enrollment, but are equivalent to the average annual attendance which is 57,419 pupils.

In 1916 the number of children of school age was calculated at 134,690 and 71,000 pupils were enrolled in the public schools, or 52.6 per cent of the total. In December, 1929, there were 247,361 children of school age, while the number enrolled in the schools was only 70,802, or 28.8 per cent of the total. The percentage of children who were not receiving education, therefore, increased from 47.4 per cent in 1916 to 71.2 per cent in 1929.

This decline in education is reported due to the inadequacy and size of the schools. Since 1916, although the school population has almost doubled, there has been no increase in the number or size of the public schools, and the ones existing have not the facilities to take care of all of the children of school age.—Rudolf E. Cahn, vice consul, Rio de Janeiro, Brazil.



The thirty-third annual convention of the National Commercial Teachers' Federation will be held December 29, 30, 31, 1930, in the Hotel Fort Des Moines, Des Moines, Iowa. The executive committee recently held a meeting in the headquarters hotel to complete arrangements for the convention.



# Training Teachers on the Job

*More Skillful, More Resourceful, and Better Prepared Instructors Required for In-Service Teacher Training Than for Education Courses in Residence*

By M. R. TRABUE

*Chairman, Division of Elementary Education, University of North Carolina*

IT IS GENERALLY agreed that learning follows activity by the students rather than by the instructor; that the amount of learning is approximately in proportion to the satisfactions which the student obtains in or through his activities; that the use which will later be made of what has been learned will be in proportion to the similarity of the situation in which it is learned to those situations in life in which it may be used to advantage; and that effective drill should grow out of vital needs discovered in real life situations by the pupils.

## *Practice Teaching Situation Never Entirely Normal*

The elementary education division of the University of North Carolina assumes that these principles should be used in the development of teaching and supervisory skills. Observing some one else teach is sometimes helpful, and teaching a few classes in some regular teacher's room often has real value, but we believe that the greatest growth in teaching skill occurs when one is obtaining keen satisfaction from his own success in teaching his own pupils. The practice teaching situation is never entirely normal. The teacher and the pupils feel more or less keenly the artificiality of their relations. We do not at present see any need or any possibility of substituting something else for practice teaching, but we have found that much more effective learning takes place when the teacher is in her own classroom, responsible for, and being paid for, the instruction which the pupils receive, and having the constant guidance, encouragement, and criticism of an intelligent instructor in education.

Not all teacher-training courses are taught more effectively in this way. A course in the history of education, for example, can probably be taught more effectively in residence than in extension classes. A course in psychology, so far as it may be concerned with the physiology of the nervous system or with the details of certain experiments described in psychological literature, should not be taught to teachers in service. The instructor who aims to develop in his students skillful use of the laws of learning needs for each of his students just such a

laboratory as a normal classroom situation affords. On the other hand, the instructor in educational measurements, in his courses within the college, can do little more than give his students items of information about scales and tests and their uses, while in his course with teachers in service he can develop vital appreciations and skills in the uses of these instruments.

## *Program of Full-Time In-Service Teacher Trainer*

The University of North Carolina now maintains a staff of six instructors in education who give their full time to this type of in-service teacher training. Each instructor gives a day each week to the members of his classes in each instructional center. He visits classes and observes all phases of the educational situation throughout the day. The pupils, teachers, and principals call on him for help and suggestions. At 3.30 in the afternoon he meets with the teachers who belong to his class and takes up the week's assignment. Understanding the situations in which they are working, being familiar with their professional needs and opportunities, and knowing the personal attitudes of his teacher students, he is able to adapt his lessons to individual and group needs in a way that would be impossible under any other program.

## *Immediate Action and Reaction of Teachers*

Courses in the methods and materials in various subject-matter fields, courses in curriculum construction, courses in methods of investigating and solving educational problems, courses in pupil personnel work, courses in educational measurements, diagnosis and treatment, and courses in the psychology of learning can all be given with much greater immediate effect and permanence when taught in this manner to teachers in service than when taught at the training college. A college student can not easily call in question a professor's advice or statement, but a teacher in the classroom will act at once on the suggestion and will report next week how successfully it worked. Not infrequently our instructors are called upon to demonstrate with a classroom full of pupils just how to put their advice into operation. Furthermore, when a teacher has learned to perform a certain operation by actually doing it successfully in her own classroom, she will

probably repeat the act next week and next year without hesitation, while the normal-school or college girl who has only heard about it or copied in her notes what the professor said about it will probably not try it next year or the year after.

## *Objectiveness and Satisfaction in Results Obtained*

I insist that this type of teacher training is the most effective teacher training that any college or normal school can do. It requires a more skillful, more resourceful, and better prepared instructor than is required for teaching education courses in residence. A college instructor has a certain number of recitations to attend and to prepare for, while the in-service instructor has all of these plus classroom visitation, criticism, and demonstration teaching. On the other hand, those who are successful in this in-service teacher-training work grow professionally at a rate and in directions that a resident instructor could not hope to equal. There is an objectiveness and a satisfaction about the results obtained which can not be attained through resident instruction.

## *Professional Growth Primary Objective*

Is there any valid reason why the growth in teaching skill which results from actual teaching under supervision and direction should be worth less credit than the growth which results from reading books about teaching and answering questions about what has been read? We see no reason for denying college credit to a teacher for growing professionally under a type of instruction which is rich and vital, while giving credit for smaller amounts of growth in less important directions just because it took place within the four walls of an academic institution. Professional growth in teaching skill is the primary objective of the teacher-training institution, and whether the growth takes place in the educational vacuum of a college classroom or in the living reality of a public-school classroom is of relatively small importance.



## Republics of South America Cooperate in Education

Following the custom of international cooperation in education, recently inaugurated in South America, an Argentine section has been established in the national library in San Salvador, Salvador. A feature of the occasion was an address by a distinguished citizen of Guatemala, then making a tour of the continent. The section contains an initial collection of more than 2,500 volumes, including a number of books presented by the Commission for the Protection of Popular Libraries, of Buenos Aires, Argentina.

Abstract of an address delivered at the Conference of Rural School Supervisors of the Southern States, called by the United States Commissioner of Education, at Nashville, Tenn., Dec. 16-17, 1929.

# Teacher Training For Our Health and Physical Education Programs

*Progress Shown in Increased Demand for Trained Workers, Raising of State Certification Requirements, and Recent Legislation. Modern Ways of Living Cause Many Physical Defects. New Diseases, Not yet Fully Under Control, Taking the Place of Old Ones*

By JAMES EDWARD ROGERS

*Director, National Physical Education Service, Playground and Recreation Association of America*

THE problem of teacher training for our school health and physical education programs is most acute and important. Perhaps no subject in the school curriculum has grown so rapidly as has health and physical education.

It has therefore been difficult for our teacher-training institutions to cope adequately with the proper and sufficient training of teachers of this ever-expanding subject in the curriculum. To-day there are approximately 20,000 special teachers employed to take charge of this vital sector in our new education.

## *Increased Demand for Trained Workers*

About 10 years ago most of these teachers came from private normal schools. To-day, practically all our universities and normal schools are training teachers for this new field. There are more than 400 colleges and universities with courses in physical education, and some 200 of them have three and four year courses leading to degrees. Not only is there a great and ever-increasing demand for trained health and physical educators, but there is also a demand for broader and better programs of health and physical education. As we have the new school so we have the new programs of health and physical education. They are not limited to just spinach, acrobatics, exercise, and football. The school program of health and physical education includes games, sports, athletics, rhythms, correctives, play and recreation, safety education, health service, and health education. This is the big broad program for which we must train our teachers in the future.

Our universities and normal schools must realize the tremendous advances that have taken place in our health and physical education programs in the past decade. Not only are there approximately 20,000 teachers of health and physical education, but some 15,000 doctors, nurses, and special health education teachers. It has been roughly estimated that about \$75,000,000 was spent on these programs last year.

Some of the outstanding facts that demonstrate the rapid progress of this department of education are given in the following statement: 36 States, representing 90 per cent of the population of the country,

have passed laws making health and physical education compulsory; 31 States, representing 80 per cent of the population, have State courses of study; 20 States, representing over two-thirds of the population of the country, have on the staff of the State superintendent of public instruction, directors of health and physical education.

In the Sixth Yearbook of the Department of Superintendence, dealing with the curriculum in the junior and senior high school, it was recommended that a daily 60-minute period or 300 minutes a week be devoted to this subject. The time allotment for this subject is increasing over the country. Many States demand a minimum of 150 minutes a week. However, many schools provide a daily 60-minute period.

The outdoor and indoor facilities for health and physical education programs have been marvelous in their development. In Providence, R. I., the new elementary schools have two gymnasiums, one for the boys and one for the girls. In Des Moines, Iowa, in the junior high schools there are two gymnasiums, each provided with folding doors, to make four gymnasiums to take care of the daily 60-minute period. Trenton, N. J., is building four gymnasiums with four swimming pools in the new senior high school. In regard to outdoor areas, tremendous progress has been made. Many cities are approximating Strayer and Englehardt standards of 5 acres for elementary schools, 10 acres for the junior high school, and 20 acres for the senior high school. The two high schools in Harrisburg, Pa., have 35 and 45 acres, respectively. There are three high schools in Missouri that have 75 acres each.

Five standards determine the efficiency of any subject in the curriculum. No subject in the curriculum can be properly and adequately taught without the following five standards: (1) Ample facilities, (2) sufficient time allotment, (3) trained teachers, (4) credit, and (5) recognition in the curriculum.

## *Standards Raised in Past Ten Years*

In the past 10 years at least three of these standards have been given to health and physical education programs. Ample

facilities have been provided, sufficient time allotment is being given more and more, and many States are now requiring higher standards for trained teachers. Most States ask for graduation from a 3-year special school with at least 30 semester hours in health and physical education. Some States are now asking that the teacher of health and physical education in the high school have a bachelor of science degree in education.

In regard to credit, physical education is on the report card in some schools and is counted definitely for promotion. In other States it counts not only for promotion but for graduation. In others, beside promotion and graduation, it is one of the accredited subjects in the high school. Thirty-six universities now give entrance credit for health and physical education.

To obtain the five standards just listed, especially to give credit and recognition, we must produce health and physical education programs that are educational. Our training schools, therefore, must train teachers who are educators. We must put education into our health and physical education programs.

## *Modern Ways of Living Cause of Physical Defects*

It is impossible in this brief space to tell the reasons for this rapid development, in the past 10 years, of this subject in our modern school systems. The new day is demanding the new education, and the new education is demanding the new physical education. The new child is demanding the new school and the new school must not only be provided with classrooms but also with gymnasiums and athletic fields. The new environment is demanding the new curriculum. The little red schoolhouse with its three R's is not sufficient for Uncle Sam's country in 1930. The matter of health and physical education becomes more important in the industrial age of standardization, congestion, speed, stress, and strain of modern living. The little red schoolhouse belongs to America of the dirt roads, the winning of the West, horse and buggy, the kerosene lamp, the old swimming hole, and the old oak tree that was our slide, horizontal bar, and swing. In those games children got their physical development and growth largely through good old-fashioned games, errands, and chores. Chores and street games have disappeared. Open spaces are going. Modern life demands artificial living for our children. If God gave the child the instinct to play, man must provide the playground.

Seventy-five per cent of our 30,000,000 school children between the ages of 5 to 20 have physical defects which mar their future physical development, and retard their educational progress in school. Sixty per cent of these defects, which are



easily remediable, cause absence and retardation. The draft statistics of 1918 showed that more than one-third of our young manhood between the ages of 21 and 31 had physical defects which prevented their going into uniform to fight for flag and country.

#### *New Diseases Taking Place of Old*

There is an increase in the death rate between the ages of 45 and 65 due to a whole series of physical degeneration. This increase is due to the breakdown in the physical machinery of our four vital organs: Heart, lungs, kidneys, and liver. This is all due to our modern ways of living and to the stress, strain, and speed of life. The new day has ushered in a series of nervous disorders unknown in the days of the open spaces. Although we have conquered the old communicable diseases such as malaria, typhoid, scarlet fever, and diphtheria, we have in their place a new series of physical diseases such as pleurisy, diabetes, cancer, and heart disease.

Because of these reasons and many others, health and physical education programs will become of greater importance in the coming years, as we speed up life and make it more artificial. The reasons given for the physical wear and tear and breakdown of the human machine after the age of 40 are: (1) Lack of active outdoor living, (2) lack of big-muscle activity such as man formerly got both in his work and play, and (3) lack of a proper balance of work, rest, and recreation. We must educate our child physically as well as mentally. We have physical illiteracy in this country, for the reduction of which the schools are responsible. Because of this and many other reasons, health and physical education become a definite part of the school curriculum and will become rapidly of more importance as life is dominated by the machine age that makes living artificial.

#### *Must Teach Neuromuscular Skills, Not Gymnastics*

Our training institutions, therefore, must see this new physical-education program in the light of the new day, the new child, and the new environment. Not only is the program bigger and better, but there are new emphases in the new physical education. We are not teaching exercises, but health; we are not teaching gymnastics, but neuromuscular skills; we are not teaching play for fun's sake, but play habits for the use of leisure time; and we are not teaching sport for sport's sake, but sport for sportsmanship's sake. We are putting education into our physical education; we are stressing the noun rather than the adjective describing the type of education we are concerned with. Physical education is demanding the five standards necessary to teach a subject thoroughly and get results.

The five criteria necessary to the new health and physical education programs are: (1) Worth-while, well-organized and full-time programs; (2) programs that are based upon individual needs, and on health and physical-education examinations and tests; (3) graded programs; (4) programs that have definite educational objectives and get definite progressive results; and (5) the adoption of definite achievement skills standards, in order to show progress and learning skill performance.

Our training institutions, therefore, must not only teach the activities but must train our health and physical educators in organization, procedure, and methods to obtain these five criteria. We must have better training programs in our training schools.

There are three types of teachers that we must train for our health and physical education programs, namely, the classroom teacher, the full-time teacher, and the part-time teacher. A state-wide program depends upon the adequate training of classroom teachers. Some of the States provide that every classroom teacher have at least six semester hours in health and physical education, and that the semester hours be not devoted solely to the recreation and health of the students, but to the definite organization, procedure, and methods in teaching health and physical education in the respective grades.

#### *State Certification Requirements Raised*

The standards for full-time physical education teachers are being increased so that the average State certification department is asking at least a 3-year professional course, and some are now demanding four years, especially for those who teach in the secondary schools.

The training for the part-time teacher is a most pressing one. In the small high school with an enrollment of 150 and fewer, and with five or six teachers, there is need for men and women who are trained with a major in an academic subject and minor in physical education, or with a major in physical education and minor in an academic subject. Several colleges and universities are training such people and the combinations are: (1) Physical education and science, a very good combination; (2) physical education and agriculture; (3) physical education and vocational education, especially for the men; and (4) physical education and domestic science, especially for women.

Time does not permit detailed discussion of the type of training for these three classes of teachers specifically interested in health and physical education programs, but our teacher-training institutions must provide adequate programs that are practically adapted to training these three specific people, so that when they

are out in the field, on the job, they will get specific educational results.

In outlining a program for the training of our teachers in health and physical education, our training institutions must have them see the whole program: (1) Games, sports, athletics, rhythms, correctives, play and recreation, safety education, health service and health education, and (2) we must also train them in proper methods of organization and procedure, so that they can use their facilities and time allotment to the full with worth-while programs based on individual needs, graded with educational content and achievement skill training. Space does not permit an intensive discussion of the programs that should be set up for the training of classroom teachers. The splendid work that has been done in Connecticut, Virginia, West Virginia, and Alabama is worthy of study.

#### *What a Course Should Include*

In regard to the training of the full-time teacher, this course should provide for five main divisions of training: (1) General cultural background, 20 per cent; (2) educational subjects such as psychology, history of education, school administration, etc., 20 per cent; (3) the sciences such as biology, chemistry, anatomy, physiology, kinesiology, etc., 20 per cent; (4) technique subjects such as games, sports, athletics, correctives, rhythms, etc., 30 per cent; and (5) a course in administration, organization, and practice teaching, 10 per cent.

We have a new physical education, and so we must have the new training courses in training teachers in this important branch of general education.



### **Mexican Folklore to be Studied**

A comprehensive study of Mexican folklore has been undertaken recently by the National Conservatory of Music of Mexico City. The work will have both practical and theoretical value. In addition to the collection of existing material written on indigenous Mexican dances, music, and forms of musical notation, the study will include the arrangement of a calendar of indigenous secular and religious festivals and other pertinent data.

In obtaining accurate and permanent results, phonograph and motion-picture records will be made. Drawing and painting will supplement photography, in order to preserve a faithful record of the various dance steps and of the color and style of costumes.

Assistance of musicians and music lovers throughout the country will be enlisted. Commissions will be sent later to verify records and to obtain additional data.

# Progressive Movements in Wisconsin School Libraries

*Plans for Future Development Include More Good Books of Juvenile Fiction for Rural Districts and the Magnification of the Position of School Librarian*

By M. H. JACKSON

*Supervisor of School Libraries, Wisconsin State Department of Education*

JUST 76 years ago when Wisconsin was new the State superintendent of public instruction said in his annual report to the legislature, "Section 74 of the school law provides that each town superintendent may, in his discretion, set apart a sum not exceeding 10 per cent of the gross amount of the school money apportioned to any district, which shall be applied by such district to the purchase of school district libraries, which shall be the property of such district. \* \* \*" In speaking of the value of school libraries he said, "Great importance should be attached to them as powerful auxiliaries in the promotion of popular education." At that time not one school in five had provided for a library, and in those with libraries there was an average of only 16 books in each school.

## *School Libraries Compulsory*

The State superintendent of public instruction recommended in his report that the legislature enact a law making it compulsory for each town superintendent to provide for a library in every school, using 10 per cent of the school fund apportioned to each school district. We have traveled many a mile since then. The statutes now require that county treasurers shall set aside for libraries in all the schools of the counties a sum equivalent to 20 cents per child on the school census. At the present time the schools that come under the application of the library law—all country and village schools and cities of the fourth class—are provided with libraries. In the 1-room rural schools there is an average of 215 volumes. As these books are purchased with State-aid funds, the State requires that only books chosen from an approved list be purchased. This list is prepared as a revision once in two years. County superintendents order the books from this list for all of the school districts in their respective counties. The teacher is by law the librarian of her room. The State teacher-training institutions are expected to train their students to administer small school libraries.

Once in two years a contract is entered into between the State of Wisconsin and a distributing company offering the best service by which library books pur-

chased with State-aid funds are sold to all districts on the orders of the superintendents of the different counties. The distributing house is selected as a result of competitive bidding, the successful bidder being awarded a contract for a term of two years. In addition to the books purchased with State-aid funds, school boards are urged to buy from school funds to add to their collections. We are expending millions in teaching children to read; we should, therefore, supply them with abundant material upon which they may use their abilities.

Wisconsin has a county library law which provides for the establishment of county libraries to serve children and adults. So far no county has voted to establish a library under this plan. However, in several counties in which there is one outstanding public library in a large city, counties and cities have contract relations whereby appropriations from county boards of supervisors have secured unlimited service throughout the counties from city public libraries. Milwaukee and Racine Counties have contracted for service, not only in the free use of books to borrowers, but librarians in each county run bookmobiles to patrons and stations. Milwaukee County takes pride in the fact that every resident of the county resides within easy reach of a generous supply of books. Readers may put in requisitions for books they want and the book wagon will bring them the books selected. The schools are, in the main, library stations with the teachers acting as librarians and custodians. In Racine County schools, country stores, and private homes are used as library stations. In both of these counties the number of borrowers increases rapidly from year to year.

## *Liberal Appropriations for Juvenile Books*

In Kenosha and Douglas Counties county boards of supervisors have made liberal appropriations for juvenile books to serve the schools. The offices of the county superintendents are made centers for distribution of books to schools and the work is so systematized that each child is put in touch with hundreds of new titles every year. The purchases of books are made from recognized book

lists which safeguard the children against the danger of trashy material.

Several other county boards of supervisors of Wisconsin have made contracts for limited service with public libraries located at convenient places for distribution. In many such instances the appropriations are not sufficient to adequately pay for the service rendered, but the cities supporting these libraries look upon such service as a community function and believe that in extending library privileges to their tributary areas they are furnishing inducements for people to "come to town." It helps to preserve and even to extend the trade areas.

Wisconsin has at present nearly 6,500 1-room country schools. These schools should be centers of activity in 6,500 distinct rural communities. Add to this number approximately 600 graded schools, wholly rural in their origin, development, and attitude and we see that the rural schools are centered in more than 7,000 country communities. Long ago it was visioned in Wisconsin that these little centers might some time become distributing places for good books for the homes represented. Books purchased for school libraries become the permanent property of the districts and while purchased primarily for the use of school children may be loaned to families in the districts, so making the little school libraries circulating libraries for the districts in which they are located.

## *The Free Traveling Library*

Then we have free library service extended over the entire area of the State through the Wisconsin Free Library Commission. Books are sent out on request in conveniently packed boxes to every corner of the State. Only the carrier charges are paid by the recipient of a box of books and when the books in one box have been read another box may be had for the asking. The territory is large and sometimes those in charge feel that they are only "scratching the surface." Yet when we remember that the remote regions are reached in this way and that the policy of those in charge is to serve where service is most needed, we can see how this important library agency is an asset to the State.



In addition to the organized means enumerated for supplying the wants and needs of readers, we are urging parents to help their children to build up their home libraries. It is the universal testimony of teachers that children from homes where there is an abundance of good reading material are better informed, able to do more intelligent thinking, and use better English than their less fortunate school-mates. Parents are asking our advice on books for home libraries as never before, and we are referring them to published lists from which they are selecting books. Teachers in some instances are encouraging the building up of home libraries by posting on schoolroom walls lists of books found in the homes. This encourages children to add to their home collections and helps to set up standards of good reading through free discussions on the value of books found in the different lists.

#### *Extensive Reading Encouraged*

We have so far discussed the value of good reading and have shown how books are obtainable by children. Now we shall try to indicate means used to stimulate children to read more extensively.

In many schools places are made on the programs for "free reading periods." At these times children assemble in groups and read silently just for the pleasure of reading. During these periods children are not required to read or report their reading. They are free to discuss their books if they wish to do so. They recommend to each other good books they have read or are reading. Sometimes they ask for the privilege of reading aloud parts of stories that appeal to them. In this way they stimulate each other to read, and the results are far better than those produced by compulsion or by overurging.

Reading as a task becomes irksome. It is better to encourage children to make their own choices of books from lists of approved titles than to try to coax them to read books which they do not care for. There would be less of "required reading" if teachers realized the value of guidance rather than compulsion in the reading done by the pupils. This does not mean that children should be given a free hand in choosing their reading material to the extent that abnormal tastes may be acquired, but it does mean that free choice from extended lists of good reading material should be encouraged to the end that the tastes of children differing widely in reading may be satisfied.

In 1915 the Wisconsin State Reading Circle was organized by legislative enactment under the direction of the Wisconsin Teachers' Association. It is administered

by a board of eight members composed of the State superintendent of public instruction, the supervisor of school libraries, and the secretary of the Wisconsin Teachers' Association as ex officio members with five others representing the various educational groups, a county superintendent, a member of a faculty of a teacher-training institution, a public librarian, a city superintendent, and another not connected directly with an educational institution.

This movement has grown to amazing proportions. During the school year 1929-30 a total of 236,363 readers completed a five or six book course of reading for diplomas and seals. Of this large group, 189,193 readers reside in the country. The cities, while using the reading circle lists extensively and completing the course in large numbers, have not reported results so fully as the country. Of the number completing our courses in the school year 1929-30, 8,614 teachers received diplomas or seals. These teachers each read at least three professional books, together with a minimum of five juvenile books from the pupils' lists.

Since 1915 diplomas and annual seals to the number of 2,229,742 have been granted.

The foregoing applies to elementary school libraries. Wisconsin offers no special aid to high schools for the purchase of library books. The State department of public instruction through personal visits and through special circulars supplies information and makes recommendations on the building up, care, and administration of high-school libraries. Two-thirds of these schools are well equipped with libraries. Appropriations for library purposes are more easily secured in the cities than in the country. In places supporting public libraries we find excellent cooperation between the school libraries and the public libraries. In many cities there is abundance of material available for schools in the form of library books, supplementary readers, and standard magazines. The department of public instruction compiles and sends out recommended lists of books from which high-school principals and superintendents select freely in their purchases from year to year. A definite annual budget for library purchases is adopted in a majority of our schools.

Wisconsin has a law by which high schools must employ on their faculties school librarians. These librarians must have at least the minimum library training required at schools authorized to give such training. School library courses include the ordinary requirements of

library administration, and require at least 72 recitation hours for their completion.

This standard is not adequate, but it is far in advance of the requirements of only a few years ago. Teacher-librarians are, in a very large number of cases, more teachers than librarians. The overcrowding of our high schools seems to have made it necessary to draft every possible person into the work of actual teaching. So we often find that the high-school librarian is the busiest person on the faculty. In addition to her duties as librarian, she is often called upon to teach the greater part of the day. In some instances we find her coaching debating teams, drilling glee clubs, and searching for library references upon request of pupils and of other members of the faculty, when such pupils should have looked up the references for themselves.

An instance of the load carried by a teacher-librarian in a Wisconsin high school is found in a city of about 1,500 inhabitants with a high-school enrollment of 225 pupils. This person teaches high-school classes during six of the eight periods required by the daily program. In addition she is custodian of all the textbooks for the high school and the grades; she is at the beck and call of faculty and students in search of lesson materials; she is responsible for the selection of material for all competitive debating and declamatory contests with other schools in a league; and she is mentor for two literary societies in their program making. To-day she is criticized because the high-school card catalogue has not been revised and brought up to date.

#### *Plans for Future Development*

These are the facts. Our future plans have a number of outstanding items:

1. By various means we expect to get more good books of juvenile fiction into rural districts. As a means of equalizing opportunities for city and country children we shall push the county library, and sanction any other legitimate way for supplying adequate library service for rural areas.

2. We shall magnify the position of school librarian everywhere, hoping to see that day dawn when that person will not be looked upon merely as a dispenser of books, but a vitalizing force in the work of the high school. In the larger high schools we want to see more full-time librarians, more rooms set apart for libraries where faculty and students may work together, assisted by a librarian who has the time to do the work assigned her to do.

# Berkeley's Coordinated Program of Child Adjustment

*Conclusion of an Article Describing the Activities of the Berkeley, Calif., School System in the Interests of Exceptional Children*

By ELISE H. MARTENS

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THE OCTOBER ISSUE of SCHOOL LIFE presented the general plan of classification and counseling adopted by the Berkeley public schools and described the activities of the Coordinating Council, a unique example of civic, social, and educational cooperation for the welfare of school children. This issue gives an account of another specialized feature of the work and summarizes the significant items of the entire program.

## *The Behavior Clinic*

One phase of the activities sponsored by the coordinating council has dealt specifically with behavior problems of school children. The statistics of juvenile delinquency, of crime, and of psychosis certainly furnish abundant justification for serious investigation of their incipient causes as well as of the possible procedures which may be used as preventive measures. The tragedy of the unadjusted school child has so frequently resulted in the even greater tragedy of the psychotic adult and the social delinquent that school authorities everywhere are finding it one of their major responsibilities to give careful consideration to the undesirable behavior symptoms of childhood. Even then the school can not hope to win success in the adjustment of every case, for the environmental influences of home and community often work in direct opposition to adjustment measures which might otherwise be effectual. However, the prevention of crime in even a moderate percentage of cases is a challenge which the school can not afford to pass by. If we can find the means whereby the child can be made a happier, more contented individual, and a better adjusted, contributing member of society, then all the time and effort spent upon such a program will not have been in vain.

In 1928 Berkeley launched upon a type of activity designed to meet the needs of those children who are considered serious behavior problems by teachers and principals in the schools. A "serious behavior problem" is defined as "one which varies sufficiently from normal behavior to cause the teacher to feel that the child can not be managed satisfactorily with the group." Such cases include not only

those aggressive types of misdemeanor which disturb the discipline of the classroom, such as disobedience, truancy, and temper outbreaks. Teachers are asked to note also those children who show emotional instability of any kind, and special attention is called to the importance of helping the child who shows exaggerated reticence or timidity. The shut-in or depressed type of personality is indicated as needing assistance quite as much as the child who seeks attention through means that are socially unacceptable.

Responsibility for meeting these children, for studying their difficulties and diagnosing their needs, for making recommendations for adjustment, and for following up their development has been placed upon a group of specialists comprising psychiatrist, physician, and psychologist, who have at their disposal all the service that can be given by a staff of social workers and psychological assistants. The social workers are a group of five chosen school counselors who give half time to the work of this behavior clinic. The psychological assistance is given by the assistant director of the bureau of research and guidance as well as by chosen teachers in the schools who have been carefully trained in the technique of giving mental and educational tests.

## *The Clinic at Work*

This group of specialists at first worked directly in the schools as a type of "traveling clinic," but more recently it has



Many difficulties can be ironed out in a confidential chat with a research worker

established headquarters at the administration building of the board of education, to which the children are brought by social workers or parents. It is deemed desirable to have father or mother accompany the child, and the behavior clinic undertakes to work only with those children whose parents indicate their willingness to cooperate in the treatment to be given. Such treatment may involve physical attention, medical or surgical aid, readjustment of home conditions, or suggestions to principal and teacher looking toward a better understanding of the child's nature and difficulties. Often several of these factors are involved. All too frequently it is found that the problem child is only the result of problem parents, who themselves need treatment and reeducation.

## *Some Clinical Pictures*

Medical aid is provided at a nominal cost by the health center for those in financial need; the social worker follows up the contacts with the home and reports developments as they occur; the case is discussed with the teacher, counselor, and principal of the school which the child attends, with a resulting increased ability on their part to handle it tactfully. The child may return to the clinic periodically, or he may visit it only occasionally, as the case demands.

The work of the behavior clinic can best be illustrated by describing briefly two of the cases which have been brought to its attention. The following have been chosen, not because of any signal success which has been achieved in their treatment, but because they are illustrative of some of the problems encountered:

1. H. G. was a boy of 11 years in the sixth grade when he was reported as "antisocial, surly, cruel to other children, impudent to teachers, dishonest, suspicious, quarrelsome—the worst child problem ever found in this school." He had an intelligence quotient of 130. At the end of the term he left the elementary school and entered the junior high school. Only a short time elapsed before a similar reputation was established there. It was while he was in this school that intensive study of the boy was begun by the staff of the clinic.



Physical examination showed normal development, with no disease symptoms except enlarged tonsils. Psychiatric study revealed a marked inferiority complex for which he attempts to compensate through his cruelty, impudence, and negativism; also an impulsiveness and excitability which add to his difficulties. Social investigation found a tense, unhappy home condition.

By recommendation of the clinic, tonsils and adenoids were removed, and all possible means were used by the school counselor and teachers to win his confidence and encourage him to use the ability which he has. For a while there seemed to be some improvement, then another extreme offense was committed, and it was thought best to change his school environment. He was transferred to another junior high school of the city, where an understanding of the case was assured before he entered. The social worker has been watching his progress and receives weekly records of his work. He is reported as being happy in the new school, doing well in his classes, and "no more serious to handle than the average boy." It is hoped that the favorable development will continue, though, of course, it is still too early to say what the final outcome will be.

2. B. L. was 8 years old when she was reported as "extremely reticent, shut-in, stubborn, indulging in temper tantrums." Her reticence took the form of actual mutism, for she had refused to say a word in school since she had entered at the beginning of the term. She had come to Berkeley from another city. By tracing the history it was found that, as a little child, she had talked normally, though she was very timid. Several years ago, "when the parents quarreled and separated, B. did not speak for a month. Later, when the home was reestablished, she talked again normally. Last Christmas she attended a Christmas tree party where several of the little girls received dolls. B. did not receive one. She is extravagantly fond of dolls. Since Christmas day she has not spoken."

A series of performance tests gave her a mental age of 7 years, so that her intelligence seemed slightly below normal. Physical examination showed malnutrition, poor musculature, indications of rickets, and enlarged tonsils. The psychiatrist diagnosed her mutism as a psychoneurotic condition closely related to hysteria, with a strong emotional coloring.

The teacher in the school was advised to ignore her silence as much as possible; the specialist in speech correction was given the responsibility of working regularly with B.; father and mother were given directions as to treatment at home; and medical attention was given to the

child's physical needs. A year later there came the teacher's report that "B.'s whole attitude has changed. She has made the first effort to speak and read audibly. She is getting along better with her schoolmates." Still more recently comes the statement that "B. responds to praise won from success in classroom work. Have not been able to get her to sing, but she is improving in reading and conversation ability." There is a definite speech defect and still some evidence of inhibition, yet in her last visit with the psychiatrist "she talked with him in a very friendly way."

These two sketches are exceedingly brief outlines of the detailed case histories

#### *Summary of Significant Items in Berkeley's Program*

1. The whole program of education for the exceptional child as well as psychological diagnosis of his capacity and his needs is centered in the bureau of research and guidance, the director of which is also the assistant superintendent of schools. The assistant director of the bureau is directly responsible for the supervision of the testing program, for case studies, for research activities, and for recommendation as to the placement of individual children in special classes.

2. The three-track system of classification provides for the needs of children of varying degrees of mentality, with the



Clinical examinations are an essential in the study of the maladjusted child

which are on file for these children. However, they will serve to give some indication of the types of problems which are encountered, of the methods of work, and of the development which is taking place. Neither one of them is a finished story. The clinic as such has been operating only two years, while some of the behavior difficulties which have been encountered are so deeply rooted in years of physical or emotional or social maladjustment that they can be eradicated only through gradual development. A consecutive 5-year program is being planned, during which time cases under treatment will be followed carefully. At the end of those five years there will be a greater possibility of evaluating the plan of work. Present reports seem to indicate that positive results have already been secured. In any event, it appears to be a project that is eminently worth while in the attempt to promote child welfare and social betterment.

additional organization of special classes for those who are too low mentally to profit by instruction in any one of the three regular groups.

3. A school counseling program involves the designation of a counselor in every elementary school, who is responsible for special study of children needing adjustment and for recommendation to the principal regarding the same. In the senior high school and in all junior high schools a staff of counselors work cooperatively in the same capacity. The principal, however, is the administrative head of his own school, and all readjustments regarding child placement are made by him, subject to approval by the bureau of research and guidance.

4. Further participation by the teachers in the school counseling and adjustment program comes through the training of selected teachers for mental testing. Not only does such an arrangement

facilitate an adequate testing program, but it is a distinct advantage to the teacher herself to understand the mechanics of giving and scoring tests as well as the interpretation of their results.

5. The policy has been adopted of educating as many teachers as possible in the elementary principles of psychological and sociological activities, on the basis that such knowledge will make them more understanding and more skillful in their contacts with children.

6. Emphasis is placed upon the study of the *whole* child from the point of view of psychological, educational, social, and physical analysis. Every bit of information available is used in a complete personality study before adjustment is advised.

7. Coordination of the activities of school and social agencies is effected through the organization of "The Coordinating Council for Child Welfare," through which duplication of effort is avoided and child adjustment becomes a matter of cooperative interest.

8. The most recent feature of the program is the establishment of the behavior clinic, which aims to discover incipient signs of behavior maladjustment, and to apply both preventive and remedial measures.

### Meeting of National Council of Teachers of English

The National Council of Teachers of English at the annual meeting in Cleveland at Thanksgiving time will consider "a curriculum vertically integrated to develop the tastes and powers useful in after life." Sessions will begin on Thanksgiving afternoon with reports of several committees, followed in the evening by three addresses on the appreciation of literature.

In conformity with the theme of the convention, the address of the president, Miss Ruth Mary Weeks, of Kansas City, will be on Educating the Whole Child. There will be section meetings on oral English, written composition, reading, grammar, adapting to ability, junior colleges, teachers colleges, junior and senior high schools, extracurricular activities. The elementary section on Saturday morning offers nine speakers.

A significant international aspect of teaching will be furnished by a conference on European methods of teaching composition and literature under the chairmanship of Dr. J. H. Hanford, of Western Reserve University.

Reports on methods of teaching in Italy, France, and Great Britain will be made by Phyllis Robbins, of Boston; Russell P. Jameson, of Oberlin; J. R. Derby, of Iowa State College; and Bruno

Rosselli, of Vassar. About 100 persons are scheduled to address the meetings, among them Harry C. Morrison, of Chicago; Lucy L. W. Wilson, of Philadelphia, recently in Chile to study schools; Lucy Chapman, of the Ethical Culture School, New York; B. S. Monroe, of Cornell; Merrill Bishop, of San Antonio; Mabel C. Hermans, of Los Angeles; O. B. Sperlin, University of Washington.

Conditions in Russia will be described at the banquet by Anna Louise Strong, of Moscow, who will speak on Mass Education in Reading, and Hallie Flanagan, of Vassar, the Educational Theater in Russia. Practical conditions in the theater will be discussed by Jane Keeler, who directed the winners of the Belasco cup, and Frederic McConnell, director of the Cleveland Play House.

There will be three exhibits—creative writing, model classroom, and books.

### Recent Publications of the Office of Education

The following publications have been issued recently by the Office of Education, United States Department of the Interior. Orders should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Educational directory, 1930. (Bulletin 1930, no. 1.) 30 cents.

Bibliography on junior colleges. Walter C. Eells. (Bulletin, 1930, no. 2.) 25 cents.

Statistical summary of education, 1927-28. (Bulletin, 1930, no. 3.) 5 cents.

Record of current educational publications, October-December, 1929, with index for the year 1929. (Bulletin, 1930, no. 4.) 15 cents.

Statistics of State school systems, 1927-28. (Bulletin, 1930, no. 5.) 10 cents.

State direction of rural school libraries. Edith A. Lathrop. (Bulletin, 1930, no. 6.) 10 cents.

Special schools and classes in cities of 10,000 population and more in the United States. Arch O. Heck. (Bulletin, 1930, no. 7.) 10 cents.

Problems in adolescence for parents. (Reading course, no. 34.) Free.

Time allotments in selected consolidated schools. Timon Covert. (Rural school leaflet, no. 46.) 5 cents.

Home economics instruction in higher education. Emeline S. Whitcomb. (Pamphlet, no. 3.) 5 cents.

Home economics for boys. Emeline S. Whitcomb. (Pamphlet, no. 4.) 10 cents.

State-wide trends in school hygiene and physical education. James F. Rogers. (Pamphlet, no. 5.) 5 cents.

Mimeographed circulars are issued free upon application to the Commissioner of Education, Washington, D. C.

Mimeographed Circular No. 13. Collegiate courses in business organization and management, 1928. J. O. Malott.

Mimeographed Circular No. 14. Collegiate courses in marketing and merchandizing, 1928. J. O. Malott.

Mimeographed Circular No. 15. Organization of supervisory units. Mary Dabney Davis.

Mimeographed Circular No. 16. Report of the first regional conference on home-making education, called by the Commissioner of Education at the University of Cincinnati, March 21-22, 1930. Emeline S. Whitcomb.—*Mary S. Phillips.*



### Cash Prizes for Rural School Pupils

Teachers of rural schools who have been looking for some special means of motivating the English work of the upper grades should be interested in an announcement of the Farm Insurance Committee, 175 West Jackson Boulevard, Chicago. This committee, representing some 14 agencies active in the prevention of farm fires and the reduction of rural fire hazards, is offering 42 cash prizes, totaling \$1,000, for the best story on the subject, what we have done to safeguard our farm against fire. First, second, and third prizes are \$250, \$150, and \$100, respectively. There are 3 prizes of \$50 each, 6 of \$25 each, 10 of \$10, and 20 of \$5. The contest is open to any pupil in any rural grade or high school. The story must be the pupil's own work and it must deal with fire hazards, fire prevention, and fire losses in farm homes and other farm buildings. The contest closes December 15, 1930. The stories will be judged by David J. Price, United States Department of Agriculture; Richard E. Vernon, manager, fire prevention department, Western Actuarial Bureau; and V. F. Hayden, executive secretary, Agricultural Publishers Association. Complete instructions for entering and conducting the contest may be obtained by writing to the Farm Insurance Committee.



### Art Students Participate in Flower Show

Opportunity to participate in a flower composition contest in connection with the annual flower show is given art students in public schools of Detroit by the allied florists association of the city. Paintings of flowers are also exhibited. In the program of the woman's department of the show last year two contests in arranging flowers in containers were open to competition of high-school girls.



## Brief Items of Foreign Educational News

Preparatory to the classification and instruction of children according to their mental ability, the primary department of the Ministry of Education of Chile plans at an early date to give intelligence tests to first-grade children. To this end, a number of teachers are taking a special course in intelligence testing.



### London Makes Large Increases in Educational Appropriations

A considerable program of educational development, spread over the next three years, is contemplated by the London County Council. These 3-year programs are encouraged by the board of education as being in every way superior to the old method of looking just a year ahead in the estimates.

The annual estimated expenditure for the next three years is as follows:

1930-31----	£13, 295, 000 (\$64, 700, 118)
1931-32----	13, 519, 700 ( 65, 793, 620)
1932-33----	13, 734, 800 ( 66, 840, 404)

This is an increase of nearly \$3,000,000 a year over figures for the preceding 3 years.

The program for the next three years will include the existing normal education service; the uncompleted developments of the last 3-year program; and a number of new projects. Among these are the completion of the scheme for reducing the size of classrooms to maxima of 40 children for senior schools, and 48 for infants' schools; the provision of 8,000 new school places; the modernization of 30 schools; the provision of more scholarships; additional playing-field and playground accommodation, with payment of traveling expenses to and from the playing fields outside school hours; more open-air classes; more school journeys; the provision of an additional nursery school; and an enlarged school medical service.

In the realm of secondary education, there is to be one new school, the improvement of several others, improvements in the trade schools, evening institutes, and technical schools.



Throughout South America the centennial will be observed, on December 17 of this year, of the death of Simón Bolívar, hero, liberator, statesman, and founder of

republics. The one purpose of Bolívar was the liberation of South America from the power of Spain, and to this cause he dedicated his property and his life.

Bolívar was a man of large vision. He loved America and its people. His was a checkered career of successes and reverses; of popular worship, forgetfulness, and even suspicion on the part of the people whom he served. He was born at Caracas, July 24, 1783, of a noble and wealthy family. He studied law in Madrid, traveled extensively in Europe, and in 1809 visited the United States. In his native city his ashes finally found rest. Throughout America his name is immortalized, and a statue to this great American, the gift of the Government of Venezuela, was erected in Central Park, New York City, in 1884.



A tour of India was made the past winter by a group of British public-school boys. The program was so arranged as to give the boys a systematic knowledge of the history of India. In Delhi, where Christmas was spent, they were entertained in private homes, and a feature of their stay in that city was a game of cricket with the Government House team. Places associated with the mutiny were visited, as well as New Delhi, the fort, and Shah Jehanabad, and various old cities and their archaeological monuments.



### Hostel for British Overseas Students

A hall of residence, or "hostel," for male students of European origin from the Dominions and Colonies of the United Kingdom, will be erected in Bloomsbury, London. Though associated with the University of London, the hostel will be an independent institution, with a governing body which will include representatives of London University, the Royal College of Surgeons, the Royal College of Physicians, the Institutions of Engineers, and other societies. The movement has the approval of the Government, and already £130,000 has been given or promised. This includes donations of £5,000 each from the Corporation of the City of London and the Rhodes trustees. The sum of £250,000 will be raised.

### Turkish Junior Red Crescent Sends Gift of Figs

A shipment of dried figs received in America this year from the Turkish Junior Red Crescent—an organization similar to our Junior Red Cross—has been distributed among American juniors who had sent, for the past two Christmas seasons, holiday greeting boxes to the newly organized Turkish Junior Red Crescent members as an expression of international good will.

The consignment came early in the year, and in a number of schools the figs were used as the basis for many interesting activities. In some cases pupils gave their share of the figs to children in open-air schools, in children's hospitals, and in other institutions.

The gift expressed at the same time appreciation of the financial aid given from the national children's fund of the American Junior Red Cross in the organization of the Turkish Junior Red Crescent.



### Test of Benefits Derived from Radiation

In London 287 school children were divided into three approximately equal groups, one of which was exposed to ultra-violet rays in doses deemed appropriate, another to a similar lamp screened by window glass, while the third group received no special irradiation. The experiment was carried out over a period of six months. The height and weight of the children were noted periodically, and the daily record of colds and coughs was kept. Incidence of diseases other than colds, progress in school work, and subjective impressions of teachers, physicians, and others, were also noted. There was no clear evidence that irradiation had produced any results favorable or unfavorable.



In Crystal Palace, London, recently, between three and four thousand boy and girl violinists participated in the twenty-first annual festival of the National Union of School Orchestras. The union was organized in 1906 with the special purpose of promoting the study and practice of instrumental music among school children through the formation of school orchestras.

# New Books in Education

By MARTHA R. McCABE

Library Division, Office of Education

**ERICSON, EMANUEL E.** Teaching problems in industrial arts. Peoria, Ill., The Manual arts press [1930] 433 p. illus., tables, diagrs. 12°.

Teachers of manual and industrial-art subjects are in the mind of the author as he presents this teacher's book, with its problems and teaching procedure. Sections of the book are concerned with methods of teaching and lesson planning, class management and shop discipline, equipment and supplies, textbooks, shop accidents and their prevention, occupational information, and subject matter and courses of study. The shop teacher, his training and tenure, and the scope of his service receive detailed treatment in this study. Teachers-in-service and teachers-in-training will find material in the book that is suggestive in handling the work of the school shop and in meeting its specific situations.

**FISHER, DOROTHY CANFIELD.** Learn or perish. The Kappa delta pi lecture series. New York, Horace Liveright, 1930. 43 p. 16°.

The direct application of the subject is to adult education and the plea is for improvement in the quality of individual minds as the basis for the improvement in the quality of national thinking. Mrs. Fisher discusses the attitude of professional educators toward adult education, the personal relations of educators to adult education, intellectual recreation, the perils of the teaching profession, and finally, offers a short discussion of a first-hand psychology of learning. The author's treatment of the theme is confined to those efforts carried on in maturity "to escape mental stagnation," and to continue to expand intellectually, which she considers a matter of life and death to all democracies.

**KANTOR, J. R.** An outline of social psychology. Chicago, Ill., Follett publishing company, 1929. xiv, 420 p. diagrs. 12°.

The author characterizes the subject matter of the volume as "institutional social psychology," and essays to distinguish between social psychology and psychology and sociology, proper, and to give to the former a distinctive subject matter. He believes that social psychology can explain the formation of society, can make clear the forces that direct the course of history, politics, religion, thought, language, and the mysteries of the artistic life. As the subject is comparatively a new one, psychologists and sociologists, political scientists, economists, and physiologists will read the book with interest. The educationist will be interested in the discussions, as they have a bearing on education.

**MEARNS, HUGHES.** Creative youth; how a school environment set free the creative spirit. With a foreword by Otis W. Caldwell, and an anthology of high-school verse. Garden City, N. Y., Doubleday, Doran and company, inc., 1930. xv, 234 p. 8°.

This study is concerned with the creative efforts of youth in the field of literature, at the high-school level. It was extended over five years of observation of a group of high-school pupils and the evolution of the creative spirit as it took place among them. Poetry is especially

emphasized by the author, although prose is not neglected, and he avers that the good poets in the group wrote equally well in the field of story, essay, or criticism. The creative spirit is studied and analyzed and its development presented by stages.

**PETERS, CHARLES CLINTON.** Foundations of educational sociology. Rev. ed. New York, The Macmillan company, 1930. xv, 476 p. tables, diagrs. 8°. (Textbook series, edited by Paul Monroe)

This book is a revised edition of a former work, but it is not simply a revision, it is a rearrangement of the study, with much new material added, including summaries of researches on the topics investigated. New techniques for the study of exercises for further research are suggested at the chapter ends. The subjects, social foundations of the curriculum, and social agencies and processes, are dealt with, illustrated with a number of scientific techniques for measuring certain differences, for finding the residual functions of the school, and standardization of tests in terms of social needs.

**PINKEVITCH, ALBERT P.** The new education in the Soviet republic \* \* \* Translated under the auspices of the International institute, Teachers college, Columbia university, by Nucia Perlmutter \* \* \* Edited by George S. Counts \* \* \* New York, The John Day company [1929] xiii, 403 p. tables, diagrs. 8°.

The author of this book, who is president of the Second State University of Moscow, presents the principles, pedagogical, psychological, biological, and social, upon which the Soviet system of education is based, and the organization and methods by which its objectives are accomplished. Doctor Counts, in his introduction to the study, states some of the numerous reasons why educators in America should become familiar with the educational program of Soviet Russia. This includes a system of schools for youth, for adults, of the press and library, the theater and moving picture, art galleries and museums, young people's clubs and communist societies, etc., practically all of the organized agencies of society.

**POPENOE, PAUL.** The child's heredity. Baltimore, The Williams and Wilkins company, 1929. xiii, 316 p. illus. tables, diagrs. 8°.

This is a study written primarily for the use of parents, and deals with subjects of interest to parents concerning the physical, mental, and moral development of children. As the subjects treated all have a bearing on the educational and social side of the child's development, the book will be read by teachers and educational psychologists as well. An extensive bibliography is appended.

**POWYS, JOHN COWPER.** The meaning of culture. New York, W. W. Norton and company, inc., publishers, 1929. ix, 275 p. 8°.

The author presents his study in two parts: The analysis of culture and the application of

culture. In the former, culture is considered in its relation to philosophy, literature, poetry, painting, and religion; in the application of culture, it is considered in its relation to happiness, love, nature, the art of reading, human relations, and destiny, with suggestions as to the obstacles in the way of culture. From this study it may be deduced that culture is an attitude of mind rather than a body of information.

**RAND, WINIFRED; SWEENEY, MARY E.; and VINCENT, E. LEE.** Growth and development of the young child. Philadelphia and London, W. B. Saunders company, 1930. 394 p. illus., tables, diagrs. 12°.

The field of child development is the meeting ground not only for educators and educational psychologists but for physicians, biologists, sociologists, nutritionists, and others as well. All branches of science have regarded child development from special angles, and the fields presented in the book are those of parental education and of physical and mental growth. The philosophy of family life and the home, as well as their practical aspects, are discussed. The authors indicate that there is little agreement as to what traits can be inherited, but do not go deeply into the controversial side of that question. Many of the maladjustments in family life can be prevented by a clear understanding of the different functions of the home and by having a sound philosophy of family life.

**ST. JOHN, CHARLES W.** Educational achievement in relation to intelligence as shown by teachers' marks, promotions and scores in standard tests in certain elementary grades. Cambridge, Harvard university press, 1930. 219 p. tables, diagrs. 8°. (Harvard studies in education. Published under the direction of the Graduate school in education. Volume 15)

The author, in this study, defines and evaluates ability and achievement tests. A large number of case studies are summarized with interpretations. An attempt is made in this investigation to furnish the educational implications of a number of questions arising, among them being the extent to which discrepancies between ability and achievement occur among persons of average and inferior ability, and whether potential genius might be lost to the world through faults in education.

**SCHMIDT, GEORGE P.** The old-time college president. New York, Columbia press; London, P. S. King & Son, Ltd., 1930. 251 p. 8°. (Studies in history, economics, and public law. Edited by the Faculty of political science of Columbia university, no. 317)

The period of American history between 1760 and 1860 is studied, when colleges were not yet universities with complicated machinery. The early national period before the Civil War has received the most attention in this book. The college president is pictured as an intellectual and moral force, and a real presence, and, in most instances, the dominating influence in the institution. The book presents the facts as to the nature and heritage of the president's office. It discusses the president's training, his rank as an educator, administrator, and scholar.



# TEACHERS' GUIDE TO CHILD DEVELOPMENT

Office of Education Bulletin, 1930, No. 26

THIS PUBLICATION IS DESIGNED TO BRING—

## TO TEACHERS

Practical suggestions for daily use; a vision of what other successful teachers are doing and how they do it; an inspiration to a more interesting, enriching experience in the schoolroom; release from overemphasis on restrictive discipline; time and encouragement to satisfy the thirst for knowledge; closer contact with affairs of modern life; advice and suggestions as to procuring materials not provided by school boards; practical help on how to start the child's learning program; relief from strain of trying to make all children reach the same standards; and suggested standards of desirable accomplishment for the kindergarten-primary unit.

## TO CHILDREN

Freedom from prolonged physical restraint; interest in learning endeavors; exercise of initiative; respect of their individualities; social effectiveness; knowledge of modern life; mastery of skills and habits necessary to insure self-reliance and intellectual progress; ability to carry responsibilities happily; experiences of the joys of creative work; appreciation and enjoyment of good music, art, and literature.

## TO SUPERVISORS AND ADMINISTRATORS

Materials: Wealth of concrete illustrations; usable summaries of best practice; vision of and stimulation; suggestive objectives for the school program; procedure for carrying out a vitalized activity program; practical aid in meeting the problem of failures; practical help in improvement of teaching; lists of recommended references; and knowledge of what other successful administrators are doing and how they do it.

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## SURVEY OF LAND-GRANT COLLEGES AND UNIVERSITIES

In 2 volumes

Office of Education Bulletin, 1930, No. 9



Results of a critical 3-year study of the operations of the 69 land-grant institutions established under the first Morrill Act, passed by Congress and signed by President Lincoln in 1862. The functions of these institutions, originally confined chiefly to agriculture, the mechanic arts, and academic education, to-day embrace almost every branch of human knowledge.

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This 2-volume report of more than 1,800 pages, with numerous charts and tables, is one of the most comprehensive résumés ever published on all phases of the operation of the modern university. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C., at \$1.50 per volume. Separates of each part are available at nominal prices.

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Map showing (in black)  
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